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ABSTRACT

The guidebook describes an Ohio school program for gifted and talented students. Information is provided on the following topics: definition; rationale; program dates and highlights (1976-1977); objectives for coordination activities at the program level; specific activities for academic instruction in social studies, language arts, mathematics and science, visual and performing arts, and leadership ability; and local resources for gifted and talented students. Comprising nearly one-half of the document are nine appendixes, including a review of identification and placement procedures. (CL)

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WARREN CITY
TRUMBULL COUNTY

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GIFTED and TALENTED
GUIDE BOOK

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October, 1977

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INTRODUCTION

This guidebook has been prepared at this point in time, October 1977, to furnish information about the various aspects of our Gifted and Talented program. We would like to urge persons using this booklet to keep an open mind as they proceed in Gifted and Talented programming. Within the spirit of implementation of Gifted and Talented programs is the recognition that this is one more important measure toward fullfilling our overall educational mandate of serving the needs of children.

We also expect and accept that initially, programming for Gifted and Talented may not in every respect fall within all the formal conditions that are listed under State Standards. Foundation Standards are found in the Appendix.

Getting started is however, a major goal and significant step. New directions may evolve and more formal criteria may need to be added. Regardless of this "informal" status, the important follow-up steps of this years' work will proceed. This "follow-up" of 1977-78 will achieve, we trust, that which we seek; a continuity of Gifted and Talented programming within the school system. This continuity will be accomplished through the follow-up of programs we develop and the follow-up, year by year, of those students identified as Gifted and Talented.

I. The Need

Gifted and Talented Programs.

Need for Gifted/Talented programs has developed with the following events among those leading to the current status of programming:

FEDERAL:

1958 Science & Math Grants & Loans for higher education - G/T

1969 Congress mandated G/T report PL 91-230.

1971 - 72 Figures available from U.S. Office of Education showed that only 10 states had full-time person responsible for G/T. At that point 75% of the gifted children participating in special programs resided in those states.

Conclusion: Program initiation will develop programs. Children will be served.

1972 Ohio launched massive effort "Search for Consensus". Among top 10 goals developed from 100,000 Ohio citizens was the need to develop programs to include the Gifted and the Talented.

1970 - 75 Office for Gifted and Talented established - U.S. Office of Education. Toledo, Columbus Schools appoint full-time G/T coordinator.

Specific appropriation of funds from Congress for Gifted and Talented.

January 1977 Supervisory Network - Programs for Gifted and Talented Districts:

Upper Arlington - - - Wayne County

Wood County - - - Montgomery County

Madison County - - - Columbus City

Lucas County - - - Cleveland City

Toledo City - - - Ohio Department of Education

Fact: Ohio has program Standards for School Foundation Units for Gifted Children (EDb-215-16)

Areas of giftedness included in Standards are:

a. Superior Intellectual Ability
b. Specific academic aptitude
c. Creative or productive thinking
d. Leadership ability
e. Visual and performing arts
f. Psychomotor ability

Narrative support for programs include the following:

(1) Quotation from the Policy of the United States Office of Education on Gifted and Talented Education:

> "The United States Office of Education encourages states and school districts, wherever possible, within the administration of their programs, to consider actions which target upon the special needs of the gifted and talented population."

(2) In its manual for program improvement, the Southern Regional Project for Education of the Gifted (1962) provides five underlying assumptions to justify special education for the gifted:

a. Gifted Children as a group differ from others in learning ability; they learn faster and remember more, and they tend to think more deeply with and about what they learn.

b. As adults, gifted persons tend to remain similarly advanced beyond the average and tend to assume distinctive social roles as leaders in the reconstruction and advancement of whatever lines of activity they engage in.

c. The regular school curriculum only barely approximates the demands of either the greater learning capacity or the anticipated social roles of gifted persons.

d. An educational program can be designed which does more adequately meet these basic demands, and which on the whole being uniquely suited to the gifted is both unnecessary for and impossible of accomplishment by students of lesser ability.

e. Differentiated educational provisions for the gifted promise to discover more gifted persons, to improve their education and to launch them earlier into their chosen careers so that society, as well as the persons themselves, may enjoy longer the fruits of their productive and creative labors. (Southern Regional Project, 1962, p.22)

II. Definition: Gifted and Talented.

1. Intellectual Ability. The child possessing general intellectual ability is consistently superior to that of other children in the school to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

2. Specific Academic Aptitude. The child possessing a specific academic aptitude is that child who has an aptitude in a specific subject area that is consistantly superior to the aptitudes of other children in the school to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

3. Creative Thinking. The creative thinking child is that child who consistently engages in divergent thinking that results in unconventional responses to conventional tasks to the extent that he needs and can profit from specially planned educational services, beyond those normally provided by the standard school program.

4. Leadership Ability. The child possessing leadership ability is that child who not only assumes leadership roles, but also is accepted by others as a leader to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

5. Visual and Performing Arts Ability. The child possessing visual and performing arts ability is that child who, by his consistently outstanding aesthetic production in graphic arts, sculpture, music or dance, needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

6. Psychomotor Ability. The child possessing psychomotor ability is that child who consistently displays mechanical skills or athletic ability so superior to that of other children in the school that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

* * * * * * * * * * *

III. Rationale: A need for programs for Gifted/Talented students has been identified, nationally, state-wide, and locally. Public Law 93-380 by the Health, Education and Welfare Office (HEW) of the U.S. Office of Education has encouraged Gifted/Talented programs.

The State of Ohio through amended Sections 3317.05 of the Revised Code has included State Foundation Units for Programs for the Gifted/Talented.

The Warren/Trumbull County Association for the Gifted/Talented has actively promoted an interest in developing programs to meet the needs of gifted and talented children. A random sample of 6th grade students county-wide by classroom teachers indicates that there may be as many as 6% of these children who could be classified Gifted/Talented.

The need having been identified, the Warren City and Trumbull County Boards of Education have employed a full-time coordinator. He is to serve school districts in the Trumbull County area in establishing and implementing local gifted/talented programs. The development of local gifted/talented programs would insure that every student has the right to an education that is appropriate and suited to his/her abilities and needs.

IV. Dates and Activities highlighting the Warren City/Trumbull County Program August 1976 to September 1977.

* August 1976 - Summer Institute on the Gifted Child.

* August 1976 - Superintendents make appointment of a joint G/T Steering Committee for Warren City/Trumbull County.

* 1977 - Spring Quarter course "Nature and Needs of the Gifted". Kent - Trumbull Campus.

School Year 1976-77 - Task force committees organized to carry on component parts of the G/T program; planning and development in specific areas.

Spring 1977 - Survey or Inventory of the current activities, resources, facilities and "climate" for Gifted and Talented Programs.

August 1, 1977 - First full-time Coordinator of Gifted and Talented Programs appointed to serve Warren City and Trumbull County.

School Year 1977-78 - Beginning of the Gifted and Talented Programs with 4th grade as specific target for concentration of program development.

V. Measurable Objectives for Coordination Activities at the Program level.

1. Cooperate and work with the existing leadership committees of an intra-school nature to develop curriculum guides and community resource manuals.

2. Develop an operational definition of Gifted and Talented for use in determining program eligibility.

3. Develop written selection and placement procedures.

4. Coordinate activities of placement committees.

5. Recommend assessment procedures.

6. Assist administrators in developing strategies and implementing Gifted and Talented program options.

7. Identify need and/or coordinate development of community and intra-school Gifted and Talented program strategies.

8. Plan staff development programs for schools and related personnel involving university as well as independent/local instructional resources.

9. Coordinate and obtain optional funding from State and Federal sources.

10. Integrate the current Gifted and Talented program options into the newly developing Gifted and Talented County-Wide Program.

11. Assist the Trumbull/Warren parents of Gifted and Talented Group in organizing and participating in the continuing growth of Gifted and Talented programs.

12. Prepare and submit periodic/annual evaluation reports to the primary Gifted and Talented Task Force, regarding progress towards stated objectives and recommendations for establishing additional program objectives as the individual needs of Gifted and Talented students emerge.

VI. Specific Activities for Areas of Giftedness.

CONTENT

ACTIVITIES SECTION

* Suggested G/T Activities
  Introduction

* Specific Academic Areas
  Social Studies

* Specific Academic Areas
  Language Arts

* Specific Academic Areas
  Mathematics and Science

* Visual and Performing Arts
  Art
  Music
  Drama
  Dance

* Leadership Ability

* Suggestions "Welcomed"

SUGGESTED GIFTED/TALENTED ACTIVITIES

INTRODUCTION

Nine Task Force Committees were involved in brainstorming, planning, researching, etc. throughout the second half of the 1976-77 school year. The work of the various committees developed significant information. The reports contained activities specific to their assigned area. Below are some of the activities as taken from the reports. The full reports are available upon request.

This activities list is not in any respect exhaustive of things that classroom teachers will be doing. Many equally as good or better activities will be developed by the individual teachers. The main purpose of this list is to get a "handle" or "base" from which plans for the specific classroom or school building may develop.

The list of activities included here were subjectively judged to be reasonably workable. There are many such lists available. One such booklet is available to Warren City-Trumbull County personnel containing 59 pages of ideas for Gifted and Talented, basically for use with elementary school age children.

Copies of this booklet will be made <u>available upon request</u>.

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SPECIFIC ACADEMIC AREA

Social Studies

SPECIFIC ACTIVITIES

Use with:

1. Specific Academic Aptitute (Social Studies) Gifted/Talented
2. Leadership Gifted/Talented

Students

1 or 2 - Select a famous Indian Chief, tribe, or Indian lore topic. Produce an imaginary movie based on this information. (Write a play or skit.)

1 or 2 - Write a play or imaginary movie about important inventions. Write it in chapters for once a week showing. Keep it tied together and with continuing chapters. Produce the play with parts taken by members of the class. Alternative, select an important Historical Event.

1 or 2 - Write imaginary stories with a setting in any period of history.

1 or 2 - Find out about products carried on familiar lakes and rivers. (For example; steel for Golden Gate Bridge went down the Ohio River.)

1 or 2 - Plan a "Hall of Fame." Divide it into areas of common interest, special categories, people in the news, etc.

One - Prepare school news items for the local papers. News of field trips, unusual class activities, resume of

the interesting information discovered using a social studies unit. (Cooperation will be needed from the local Newspaper publishers.)

1 or more - Collect and examine building materials. Trace them to their sources and find out how they are processed for use.

2 or more - Develop a Cartography Department. Produce neighborhood maps for use by new pupils. Show locations of school and new pupils' homes. Draw a map of the neighborhood showing the location of important establishments. Use arrows to indicate safe routes to these establishments. Append information about proper behavior in each place. Expand on this idea.

2 or more - Get together with a City-Township County or regional planner on lay out of a Safe Bike Route in the School District. Develop plans, get help from as many sources as possible. Get involved with the local Traffic Commissioner (Police-Sheriff).

1 or more - Mark a map to show how some major food on the school luncheon menu traveled from its sources to the serving table.

One - Assume responsibility for keeping a "newsmap" for the class.

2 or more - Make one of the following suggested models: Communication - United States mail box, telephone system, telegraph set, or how to make a carbon microphone;

Time - model time gauge, or model clock; Power - simple water wheel, or model cylinder and piston; Earth's Surface and Astronomy - model globe, model volcano, model star box, model earthquake, or large scale model relief map. Expand on this idea.

1 or more - Construct models of main types of local bridges and interesting kinds used in other localities; include suspension, pier, draw, cantilever, covered.

1 or more - Make models for a "sea-o-rama" of famous sailors and their vessels; e.g., Noah, Sinbad, Marco Polo, Columbus, John Paul Jones, Lord Nelson, Admiral Perry, Admiral Dewey, Admiral Byrd.

1 or more - Construct farm animals and equipment models. Prepare a report covering their contributions to man's food and clothing.

3-4 or more-Plan and make a historical mural. Request permission to place it on inexpensive material, heavier than and more permanent than paper to be hung in the hallway, cafeteria, etc. An idea is to do one and then begin another of similar size in order to make a subsequent change. A cycle of mural developments can become a regular program.

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SPECIFIC ACADEMIC AREA

Language Arts

SPECIFIC ACTIVITIES

Use with:

1. Superior Intellectual Gifted/Talented
2. Specific Aptitude Gifted/Talented
3. Creative Thinking - Productive Thinking Gifted/Talented

Students

1 or 2 - Form and set up a visual communications project. School newspaper, class newspaper, large wall-type newspaper.

2 or more - Carry on and facilitate at "Pen Pal Program." Contact other schools and get them to organize one with you.

1 or more - Write and illustrate stories. Bind into booklets. Give simple booklets to the primary grades. Start a School Building collection and print original stories. Send home.

1 or 2 - Write unfinished stories to be completed by others. Make it a contest. Write a School Comic Strip - have weekly or monthly publication.

1 or 2 - Collect folklore such as rope-jumping rhymes, counting out rhymes, common superstitions, legends, folk songs. Publish a literary magazine for this purpose.

One - Become a critic of TV. Post your program viewing plan.

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Write and post your "Critique" on a weekly basis.

One - Listen to commercials advertising different brands of some product, noting the emotionally-tinged general terms, any sweeping statements unsupported by evidence, and conflicting claims of competitors. Recognize words or biased terms then analyze words with similar meanings to differentiate shades of meaning. Become an expert analyst of commercials.

1 or 2 - Use of research tools; library card catalogs. Organize and hold a seminar for another class for the purpose of demonstrating the method and use of these.

1 or more - Analyze pictures having fine expressions of human emotions, particularly joy and happiness. Prepare a collection and/or post a weekly display on a bulletin board in the school and/or local bank, etc.

1 or more - Set up a Book Swap Shop for either loans or trades. Have your own literary sale or auction.

SPECIFIC ACADEMIC AREA

Mathematics and Science

SPECIFIC ACTIVITIES

Use with:

1. Superior Intellectual Ability Gifted/Talented
2. Specific Academic Aptitutes Gifted/Talented

Recommendations for preliminary activities for program development in math/science:

- Weather Station - The potential of this would be greatly increased if one is in touch with a qualified resource person.

  A. Construct instruments i.e.: anemometer, wind vane, barometer, rain gauge, hygrometer, litmus paper indicators

  B. Obtain: thermometer, aneroid barometer

  C. Graph or chart: temperature, precipitation, wind speed, wind direction, air pressure, cloud forms - everyday for a week at the same hour. Note patterns

  D. Study, draw, use flannel board - weather maps

  E. Visit weather bureau

  F. Weather related careers

  G. Build a weather station

- Outdoor Laboratory - The potential of this activity is greatly increased if one is in touch with a qual-

ified resource person. Consider the Farm or TAMPEEL program and how this project will relate: before, during and after any TAMPEEL activities involving these students.

A. Rock study area

B. Garden

C. Tree study

D. Soil - Test PH levels - after initial soil test, add acids such as lemon juice etc., other additions to soil and test

E. Building a laboratory of the above for school to use.

- Green House - This activity will need correlation with TAMPEEL or Farm program activities. A green house composed of wooden dowels and plastic sheeting is set up by students near windows and/or using artificial lighting. Plant slips from various sources, seeds and young flowering and non-flowering plants are purchased or brought in.

A. After working in a classroom greenhouse, students will be able to perform duties related to starting flowering and non-flowering plants, transplanting, and overall maintenance procedures necessary to insure a healthy environment for the plants.

B. Plan and cultivate a plot of land within the neighborhood or at the school's land laboratory - TAMPEEL or Warren City Garden-Farm program.

VISUAL AND PERFORMING ARTS

Art, Music, Drama, Dance

SPECIFIC ACTIVITIES

Use with:

1. Gifted/Talented in the Visual and Performing Arts Ability. Art, Drama, Dance and Music are areas of Gifted/Talented that need special tools, time blocks and usually the special "expertise" which is often someone beyond the usual kind of "Resource Person." This expertise "pool" needs to be a very definite consideration by those thinking "Gifted-Talented." Cooperation, facilitating etc. should be expected and is intended to be forth-coming for use in the regular classroom situation. The activities below are to be refined with special attention and input from:
    1. School personnel in these specialty areas
    2. Compilation of activities in cooperation with the various "Arts groups and their liason persons.

ART

Specific Art Activities:

1. -Let child work with 3 dimensional materials.
    Ex. Boxes, cans, pipes, tubes and other found objects suitable for creative art expression.
2. -Let child work with 2 dimensional materials.

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Ex. Variety of types of paper, cardboard, fabric, wallpaper, tape, old cards, paper plates.

3. -Allow child to combine various media.

Ex. Paper collage and paint, ink and tempera paint, tissue paper and boxes, plaster and pipecleaners.

4. -Offer child variety of art media for creative expressions.

Ex. Paint, ink, magic markers, drawing pencils.

5. -Allow child to talk with and view a visiting artist.

Ex. Potter, painter, cartoonist, weaver.

6. -Offer child the opportunity of taking an art related field trip.

Ex. Trumbull Art Guild
Butler Institute of American Art
Visit Amish country
Visit a farm
Tour an assembly plant
Visit an advertising agency
View a student art show

7. -Offer the child a chance to display own art creations in schools, offices, store windows.

8. -Challenge the gifted/talented child with a 3 dimensional problem where the child must work with other children in order to create the final project.

Ex. Student art show or display-design scenery

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for school musical program.

9. -Give child responsibility by assigning special projects that child must work on at home or in spare time.

   Ex. Design cover for school yearbook

   Design program covers

   Create display for school, social or other related events

10. -Let child visit other classes to demonstrate, show or discuss one of child's related creations.

MUSIC

Listening Station

- Study a specific work of music with a study guide.
- Incorporating both audio and visual, study inter-related elements of art and music.
- Listening extensively to develop a listening repertoire.
- Listen and study ethnic music, orgins, and styles.
- Use any of a large variety of commercially published study-cassettes.

Utilize programmed lessons in music theory

Compose: Then teach or share

- Accompaniments

  a. - Chordal

b. - Descants (i.e. easy pentatonic)

c. - Ostinatoes: (rhythmic and melodic)

- Improvisations

Instrumental playing

- Autoharp, or other chording instruments.
- Improvise melodies to chord patterns, either vocally or on another instrument.
- Rhythm band

Singing

- Work independently on programmed sight - singing exercises.
- Learn rote songs by studying tapes: build repertoire.
- Sing harmonies or descants.
- Improvise vocally to a given harmonic background.

Create: and teach or share

- Original dances.
- Original rhythmic movements: creative dance pattern.
- Original words for familiar tunes.
- Original tunes.
  a. to familiarize words.
  b. on melody instruments.
- Original percussion accompaniments.

County-wide selected performing group

- Choir
- Operetta
- String orchestra

Music (or fine arts Club)

- Field trips to concerts, music stores, galleries.
- Guest performers.
- Guest speakers.

Speech choir activities

Research

- Styles of folk music
- Stories of great musicals
- Lives of composers
- History of Jazz

DRAMA

Activities

- Pantomime - mime
  a. Non verbal communication.
  b. Body language used to express moods and emotions.
  c. Act out story in mime as narrator reads or tells dialogue.

- Creative dramatics

  a. Give children direct experiences through the use of their imaginations.

  b. Listen to music. Children write own story and act it out. Give little or no direction. Let them go in own direction.

  c. Roleplay

  d. Choral speaking

  e. Dramatic reading

- Improvisation

  a. Performers become familiar with play or script. Each performer improvises his role as he sees it in order to achieve the purpose of the plot.

  b. Involve audience (improvisational theatre), older students could use this technique with primary classes.

- Writing and/or directing original plays

  a. Writing original plays

  b. Adapting creative writing into creative drama - changes necessary to transform a story into a play - differences between these two media.

  c. Students become writer - actor - director.

- Acting out pre-written script - formal play

  a. Memorization of lines

  b. Putting self in other character

  c. Following directions

- Reading and listening to great plays
    a. Listening to reading of a play while following along with script.
    b. Records
    c. Acting out certain scenes.
    d. Shake Hands with Shakespeare - Albert Cullum
- Puppet shows
    a. Write own story or follow a prepared script.
    b. Adopt Story to puppets.
    c. Retell stories with a puppet.
    d. Make puppets.
    e. Using a puppet - manipulation so as to bring puppet to life. (Making Puppets Come Alive - Larry Engler and Carol Fijan)
- Drama Class
- Field Trip
    a. Visit local theatre productions.
    b. Visit high school play rehearsals - early - mid - and finished production.
    c. Visit - attend local children's theatre.
    d. Visit local college or university drama groups.
- Make use of multi-media techniques
    a. Get away from stereotype sets
    b. Back-wall projections
- Additional Activities
    a. Attend Children's Workshops when available - Ohio

Community Theatre Organization.

b. Design and construct own costumes, sets and properties.

e. Adapt plays for theatre-in-the-round or outdoor theatre.

f. Attend other art productions such as ballet "The Nutcracker Suite."

g. Critique own performances - other performances - movies - etc.

DANCE

Activities

- Auxiliary Dance Lessons.
- Form Dance Groups.
- Perform traditional folk dances.
- Create - and teach - and perform original folk-type dances.
- Provide opportunities for students to perform before outside groups.
- Create interpretative dances.
- Perform interpretative dances.
- Study and perform traditional dance types:
    a. Ballet
    b. Modern Jazz
    c. Social Dances

1. Minuet, Waltz, Charleston, Jitterbug

- Establish listening centers in the classroom where students could listen to the music of various ballets, broadway musicals, etc.
- Provide resource materials:
    a. Books
    b. Magazines
    c. Films
    d. Filmstrips
- Fine-Arts Club:
    a. Visit performances
    b. Guest speakers
    c. Guest performers (Warren Civic Music)
    d. Visit dance studios
- Provide stimulating reading/films for teachers, older students, etc.
- Provide "dance history" course for interested students.
- Provide guest lecture/demonstrations.

LEADERSHIP ABILITY

SPECIFIC ACTIVITIES

Use with:

1. Superior Intellectual Gifted/Talented
2. Leadership Ability Gifted/Talented

Things to do:

Students

1 or more - Planning assemblies; poll interests, consider funding.

1 or 2 - School community events bulletin board; make it a real responsibility. One section promote outside activities and then one section for regular school activities.

1 or more - Anti-litter campaigns.

1 or more - Tracing one's family tree. Do research on how to go about this scientifically. Write letters to relatives - bulk rate mail. Create a form and run a service for class or school.

1 or more - Skill development (Hobbies-Crafts) such as carpentry, needlepoint, skateboarding. Set up a bureau to identify available instructors within school boundaries.

1 or more - Run an "opinion poll" service. Breakdown tasks: sampling - physical "leg work"; Research for topics; Reporting results.

1 each - Pet authority: Advise classmates on the care and feeding of their "loved ones." Also other author-

ities: Sports Resource-Authority - Recreational Advisor (Games-Unusual Activities-Planning Parties). Each one to put out a "Bulletin" newsline on a periodic basis.

1 or 2 - Drillmaster in charge of brief self-prepared warm-up drill beginning of arithmetic or spelling period.

1 or 2 - Make charts to show progress of the class in various activities such as individual achievements, book report progress, etc. Encourage others in their progress.

One - Post a daily radio-television guide listing interesting and educational programs for classmates. Personal commentary note or review comments might be included.

1 or 2 - Talk Show Host: Develop a weekly classroom Talk Show; guests including students, teachers, others, community persons.

2 or more - Edit and publish a newspaper covering class, school and local information.

2 or more - Organize and carry out a function such as a tea for parents and staff from the planning stage to culmination.

1 or more - Be responsible for a display case or bulletin board concerning a topic currently being studied.

Committee Sponsored - Organize a children's Bazaar (Yard Sale) on the school grounds. All items to be sold brought from home. Promote your sale as a way to get a bargain on things

you always wanted. All items should be in good shape and priced by the student with parental approval.

SUGGESTIONS "WELCOMED"

TO: Programs for Gifted and Talented
W.C. - T.C. Office
140 Franklin Street, S.W.
P.O. Box 1310
Warren, Ohio 44482
or
261 Monroe Street, N.W.
Warren, Ohio 44482

FROM: _____

_____

DATE: _____

REGARDING: A suggested activity to be included in "Ideas for the Gifted and Talented"

_____

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VII. Resources for Gifted and Talented Programs: Agencies and Organizations.

Note: For reasons of avoiding duplication of effort, better use of the services and to avoid the loss of rapport with agency or organization or persons, a coordination of contacts with these groups is desirable. It would be greatly appreciated if a contact in the name of Gifted and Talented programs be made by the City/County Coordinator. Administrators, teachers, and other school personnel wanting service or wishing to work with these groups are requested to discuss the need with the Coordinator of Gifted and Talented programs.

The following list is the initial step in compiling a useable Resource List to be used with the Gifted and Talented programs. This compilation will be followed by a effort to:

(1) Continually add and/or delete with appropriate entries.

(2) Refine the list by a contact with the agency or organization to stimulate willingness to provide imput.

(3) Identified key personnel that would act in liaison with the Gifted and Talented programs. It is expected that such a person would be so designated from within the agency or organization.

Arts and Crafts Council

Warren Chamber Orchestra

Butler Art Museum

Trumbull Art Guild (TAG)

American Association of Retired Persons

Warren Chapter Barbershoppers

Trumbull County Medical Association

Trumbull County Osteopathic Association

4-H Clubs of Trumbull County

Boy Scouts of America, Western Reserve Council

Girl Scouts of America, Lake to River Council

Warren Retail Merchants Association

Downtown Merchants Association

Warren Area Chamber of Commerce

American Manufacturing Association

Warren Civic Music Association

Warren Ballet Association

Kenley Players

NEO Media Center

NEO Special Education Regional Resource Center

Trumbull Area Multi Purpose Enviromental Education Laboratory (TAMPEEL)

Red Cross

W.C.-T.C.
G/T 10/77

VII. Continued

Trumbull County Building Trades Council

Trumbull County Florist Association

Automobile Dealers Association

Fraternal Order of Police

Trumbull County Federation of Labor

Trumbull County Bar Association

American Automobile Association

Trumbull Board of Realtors

Eastgate Development and Transportation Agency

Warren Area Association Plumbing, Heating, Cooling Contractors

Mahoning Valley Observatory, Rt. 534

Trumbull New Theater

Fine Arts Council of Trumbull County

Warren Story League

Warren Area Ministerial Association

Western Pennsylvania and Eastern Ohio Contractors Assoc.

Trumbull Area Reading Council

VII. Continued

State, County, Township and Municipal Service Departments:

- Water Department
- Street Department
- Police Department
- Fire Department
- Waste/Water Department
- City Engineering Department
- Park Department
- City Health Department
- Sanitation Department
- Building Inspection Department
- City Planning Department
- Community Development Department
- City Law Department
- Comissioners Office
- Office of the Mayor

CONTACT

YWCA

YMCA

Warren City Schools World of Work Office

Rebecca Williams Community Center

Trumbull County Forensic Association

NAACP

Interfaith Council

Warren Urban League

Trumbull County Volunteer Firefighter Association

National Organization of Women

Trumbull County Nurses Association

Visiting Nurses Association

Trumbull County Agricultural Extension Agent

Farm Bureau of Trumbull County

Warren Area Jaycees

Business & Professional Womens Club

Warren Junior League

Visiting Nurses Association

Western Reserve Economic and Development Agency

Trumbull County Sheep Growers Association

Federal Government Agencies:

- Post Office
- Social Security Office
- Corps of Army Engineers, Cortland, Ohio

*Visitation to Colleges and Universities

McKinley Memorial (Niles)

Project Outreach - Crafts

Plant Tours (Packard, General Motors)

Great Books Program

Millionaires Walk

Policemen's Circus

Sunday Packard Band Concert

Warren City Schools Summer Recreational Program

Summer Swim Program

Nelson Ledges

Mill Creek Park

Warren City Schools Summer Garden Program

County Fairs

Trumbull County Wildlife Refuge

Airport and Airbase

Police and Fire Departments

Courts

Soap Box Derby

Local Festivals

Local Farms, Orchards and Ranches

Public Libraries

Coin Collectors Clubs

Stamp Collectors Clubs

VII. Continued

Parent Teacher Associations

Parent Teacher Organizations

Newspaper Publishers

Labor Organizations

Fraternal Organizations

Service Organizations

Financial Institutions

Golden Age Groups

Garden Clubs

Mothers Clubs

Religious Institutions

Travel Agencies

* From this point on are listed; Other kinds of Resources/Activities

W.C.-T.C.
C/T 12/77

VIII. Appendix

A. Program Implementation

B. Learning Characteristics of Gifted Children

C. The Gifted Child and Parents

D. Identification and Placement Procedures

E. What About Programs For the Gifted and Talented?

F. Board of Education Involvement

G. Program Standards For School Foundation Units For Gifted Children - State of Ohio

H. Screening Eligibility: Nomination, Selection, Placement

I. Identifying the Gifted and Talented

1. Intellectually Gifted
2. Scientific Ability
3. Leadership Abilities
4. Artistic Talent
5. Creative Writing Talent
6. Dramatic Talent
7. Musical Talent
8. Dancing Talent
9. Physical Skills

* Published by Science Research Associates

A. Program Implementation

Key Items

1. The principal should be the key individual in designing and developing the program in his school.

2. Everyone involved must have a thorough understanding of the broadened concept on giftedness.

3. An analysis of existing student and staff needs must be made for the individual school.

4. The philosophy and objectives of the program must be established.

5. An identification process for the specific group must be developed.

6. An organizational design for the placement of students must be developed.

7. The principal and staff must develop a differential curriculum for gifted/talented children.

8. Differentiated teaching strategies must be developed.

9. Appropriate instructional and supportive staff must be selected.

10. Special roles of any and various persons in the community should be considered in order to provide for an understanding public.

11. Articulation and coordination with other programs in general and education in the district must be considered.

12. A definite plan for evaluation must be developed.

13. A deliberate follow-up must occur, year after year, of the identified Gifted and Talented students.

B. SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN

May V. Seagoe
Professor of Education
University of California at Los Angeles

Characteristics

1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual

2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity

3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth

4. Liking for structure and order; liking for consistency, as in val systems, number systems, clocks, calendars

5. Retentiveness

6. Verbal proficiency; large vocabulary; facility in expression; in reading; breadth of information in advanced areas

7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation

8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking

9. Creativeness and inventiveness; liking for new ways of doing, interest in creating, brainstorming, freewheeling

10. Power of concentration; intense attention that excludes all else, long attention span

11. Persistent, goal-directed behavior

12. Sensitivity, intuitiveness, empathy for others; need for emotional support and a sympathetic attitude

13. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention

14. Independence in work and study; preference for individualized work; self reliance; need for freedom of movement and action

15. Versatility and virtousity; diversity of interests and abilities: many hobbies, proficiency in art forms such as music and drawing

16. Friendliness and outgoingness

C. WHAT THE GIFTED CHILD NEEDS FROM PARENTS

Parents may be concerned about the fact that the child has high intellectual ability and special skills. How do you deal with this fact? They may need to discuss the importance of natural love and acceptance of the child as a child; the importance of avoiding any connotation through labels or manners which imply that he is set apart, special or different.

Knowledge of the child's ability is necessary to the adults who deal with him in planning proper experiences for him. Such knowledge is harmful to the child and to gifted children in general only when it is used by adults, either parents or teachers, to bring status to themselves. Such status efforts involve value judgments placed upon gifted children by adults who communicate that their child is gifted, with the implication that: (1) the child is superior; (2) that other children possess less value; and that (3) through osmosis the adults associated with him are likewise superior.

1. Acceptance - parents must accept their child as a gifted child. As a child he must be accepted for his own sake and not because he brings his parents prestige by his achievements.

2. Parents need to help the gifted child accept himself. Usually he is well aware that he achieves in a superior fashion to his age mates in some areas. It is frustrating and discouraging to try to make him believe that he is mediocre. The gifted child should be encouraged to recognize and accept his assets and limitations.

3. Parents need to help their gifted child to win acceptance from others without sacrificing his individuality or ruining his special attributes through an enforced conformity which spells mediocrity. Parents tend to over-emphasize conformity and to teach the child to play down his special gifts so that he may be popular with his peer group.

4. Parents need to understand, too, some of the problems that sometimes disturb the gifted..problems of loneliness, of being different from others, of concern over destiny and death, of their intellectual development being out of step with their emotional and social development, of frustration in school work, and in the school situation. Frequent open discussion of their questions with a mature adult is helpful to them.

5. Parents need to take time to discuss, stimulate and to listen. They also need to take time to interact with the child as a child. Relax and enjoy it.

FROM: State Department of Education, California Association of School Psychologists

D. IDENTIFICATION & PLACEMENT PROCEDURE

Objective: The identification and placement of the target population.

Much of the success of a program for the Gifted/ Talented is based upon sound identification procedures.

Giftedness in children is not easily recognized. Many attributes or facets of giftedness seldom or never appear in total in any one child. Moreover, the patterns of combinations or patterns of aptitudes, skills, or abilities that make up giftedness are many and varied. Potentialities may exist but not be realized. Recognition, therefore, must be attempted through many different media and by a variety of procedures.

When a school sets out to identify its talented and gifted students, it is actually embarking on a "sorting-out" process. This is a factor that can have profoundly important consequences for the students. Much of the anxiety held by responsible personnel undertaking the identification process may be allayed if certain basic ground rules are followed. It also is helpful to have a reference list of the characteristics which can be identified through subjective appraisals.

A. The identification process should include the following:

1. Tests: Achievement, Ability
2. Teacher recommendation
3. Past achievement records
4. Parent, peer, self, other recommendations

B. In the identification and placement process, some attention should be given to:

1. Those students whose giftedness/talentedness is evident and those who exhibit potential.
2. Identification in areas of giftedness/talentedness, where program implementation can be carried out.

C. Placement procedures will differ from school to school. Authority for placement will be by building principal with assistance from a placement committee. Assistance will be given by the Trumbull County Coordinator(s) upon request.

E. REPLYING TO WHAT IS SAID ABOUT PROGRAMS FOR THE GIFTED AND TALENTED

Question?	
How about the concern: Overemphasizing the gifted and talented through a special program creates an elitist population.	*In programs where the gifted and talented spend some portion of their school time interacting with other students, the probability of their becoming an elite group is minimized. When students understand and where opportunities are created for them to share outcomes from the program, research has shown that they relate more successfully and are well-received by others.
Concern: What about the classroom teachers role?	*The expectations for the classroom teacher with a heterogeneous population should be to find alternatives for the gifted and talented child and to guide them toward these alternatives. The teacher is not a failure because she realizes her inadequacies and weakness to be all things to all children.

* (Adapted from Sandra Kaplan's Providing Programs for the Gifted)

F -(1). Note: The concept of Gifted and Talented programs, with an intent to develop these specific programs, must be endorsed by the Board of Education. An objective, to so implement programs, must be determined by the teachers and administrative staff.

(SAMPLE)

RESOLUTION

WHEREAS, a program for the education of the Gifted and Talented has been encouraged, if not mandated, by Public Law 93-380, Section H.E.W., U.S. Office of Education, and

WHEREAS, the Ohio General Assembly has also amended Sections 3317.024 and 3317.05 of the Revised Code to include State Foundation Units for Programs for the Gifted and Talented, and

WHEREAS, a parent-based group, the "Warren-Trumbull County Association for the Gifted and Talented" has been active in promoting an interest in developing programs to meet the needs of gifted and talented children, and

WHEREAS, the Trumbull County and Warren City Boards of Education have planned together and provided a coordinator(s) of County-wide programs for the Gifted and Talented, and

WHEREAS, a need has been established locally that

WHEREAS, the philosophy adopted by the _____Board of Education applies to programs for the Gifted and Talented,

NOW, THEREFORE, BE IT RESOLVED, that the _____ Board of Education will develop a local program for Gifted/Talented students within the realms of all their human and financial resources.

F. (2.) (SAMPLE)

LETTER OF INTENT BY _____
BOARD OF EDUCATION TO DEVELOP A GIFTED/TALENTED
PROGRAM

The _____Board of Education intends to develop a program for the Gifted and Talented.

_____Board of Education understands that this programs's purpose is to develop specific objective relating to the establishment of such a program and curricula for the Gifted and Talented students in the schools of the School District.

I. Program Need

A. National/State Incidence figures indicate a student population who have exceptional talents and abilities that are not being developed adequately within the present school curricula.

B. A significant segment of our community has expressed concern and interest in Gifted and Talented programs.

C. School personnel traditionally have expressed a concern and evidenced a desire to meet the needs of individual students.

D. Our Board of Education has adopted a philosophy which expresses a desire to meet the needs of all students.

E. Our schools are attempting to meet the needs of the Gifted and Talented student with a variety of in-house learning curricula options, and have indicated a need for in-depth teacher training, in-service, and coordination.

II. Expected Benefits

A. Gifted and Talented students will have an opportunity to develop and explore broader career options.

B. The community will derive greater leadership and service potentials from its gifted children who have been challenged and motivated to develop hitherto latent talents.

C. The total educational program of our schools will benefit by
1. Expanded curricula
2. Alternative instructional strategies
3. Greater opportunities for staff diversification and development

D. The philosophy of education expressed by our community and our schools will have greater opportunity to be fulfilled.

III. Students to be Served

A. Access to the Gifted and Talented program will be students:

1. Functioning in the upper 3 to 5% of the student population, or
2. Functioning 2 standard deviations above the mean on multifactored test instruments, or
3. Having the potential to function within either of the two above groups.

B. Students evidencing special abilities and/or talents in any one or more of the following:

1. Superior intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability and social skills
5. Visual and performing arts
6. Psychomotor ability

IV. Project Implementation

A. Initial implementation of this program in our district will be effected by the following organizational commitments:

1. Board of Education Resolution
2. Administrative policy commitment
3. Staff utilization and commitment

B. Further implementation of this project will be brought about by:

1. Our intent to work with the Warren City/Trumbull County Project Coordinator

_____ _____

Superintendent School District

_____

Date

G.

PROGRAM STANDARDS FOR SCHOOL FOUNDATION UNITS FOR GIFTED CHILDREN

Effective November 1, 1975

State Board of Education

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Martha W. Wise, Elyria, *Vice-President*
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Franklin B. Walter
Superintendent of Public Instruction

R.A. Horn
Executive Director
Compensatory and Habilitative Education

S. J. Bonham, Jr.,
Director, Division of Special Education

Ohio Department of Education
Columbus, Ohio

3301-51-15 PROGRAM STANDARDS FOR SCHOOL FOUNDATION UNITS FOR GIFTED CHILDREN (INTELLECTUALLY GIFTED AND TALENTED)

A. General

1. A school foundation unit for a coordinator of gifted and talented programs may be approved only within these standards.
2. A school foundation unit for instructional programs and services for gifted and talented children beyond those normally provided by the regular program may be approved only within these standards.
3. A school foundation unit may be approved outside these standards to evaluate new methodology and/or alternative procedures for educating gifted/talented children.
   a. A school district requesting approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementing the unit of service.
   b. The application shall include:

      Rationale for the experimental unit
      Assessment and placement procedures
      Projected staffing ratios
      Description of needed facilities
      List of materials and equipment
      List of measurable objectives at the administrative program, teacher and child levels
   c. An annual evaluation of the objectives shall be submitted by July 1st in accordance with a format provided by the Division of Special Education.

B. Eligibility

1. Any child who meets the following requirements shall be eligible for programs approved under this standard:
   a. Is of legal school age
   b. Shows evidence of:
      (1) functioning in the upper three percent of the student population, OR
      (2) functioning two standard deviations above the mean on objective test instruments, OR
      (3) having the potential of functioning within either of these groups.
   c. Evidence of special abilities to be determined by the use of multiple criteria including at least one item from each of the following categories:
      (1) *Nominations*

(a) Professional nominations obtained through the use of a checklist by teachers, counselors, psychologists and/or other staff as well as individuals in specific fields from the private sector.

(b) Parent, peer and/or self-nomination through the use of locally developed procedures and instrumentation.

(2) *Measures of Ability*

(a) Aptitude/creativity test instruments applicable to the type of program being developed.

(b) General ability inventories, utilized on a group or individual basis.

(c) Individual and/or group intelligence tests.

(3) *Performance and/or Interests*

(a) Standardized achievement test instruments applicable to the type of program being developed.

(b) Classroom performance based on cumulative record data.

(c) Normed or criterion-referenced interest inventories.

2. Areas of giftedness shall include the following:

a. Superior intellectual ability

b. Specific academic aptitude

c. Creative or productive thinking

d. Leadership ability

e. Visual and performing arts

f. Psychomotor ability.

C. Assessment and Placement

1. The school district shall have written criteria to determine eligibility for, and placement of, students in approved programs and services which shall include:

a. Standards adopted by the State Board of Education.

b. A process complying with State and Federal guidelines for informing the parent(s) or guardian(s) of the program prior to placement of any student in programs for gifted/talented children.

c. Priorities to establish selection of students on the basis of individual needs.

D. Comprehensive Services to the Educational Program

1. The coordinator of gifted and talented programs shall be assigned as a staff person and consultant in an advisory and leadership role.
   a. The primary responsibility of the coordinator of gifted and talented programs shall be the development of a comprehensive program which involves assessment procedures; individual diagnosis where appropriate; staff development programs for school and related personnel; strategies for classroom management; and instructional methodology designed to assist the school in determining appropriate educational alternatives for children.
   b. The primary function of the coordinator of gifted and talented programs shall be development of appropriate program planning for services for children, teachers, and parents, to include instructional programming focusing on strategies and activities which reflect one or more options.
2. The unit for instructional programs for gifted and talented children shall provide services beyond those normally provided by the regular program to include the following:
   a. *Process models*
      (1) Critical thinking
      (2) Problem solving/seeking
      (3) Creative thinking
      (4) Research skills
      (5) Scientific method.
   b. *Educational experiences*
      (1) Independent study and research
      (2) Mentorships, internships and other one-to-one exposure to experts in a given field
      (3) Integrated curricular experiences
      (4) Field trips
      (5) Contact with knowledgeable and recognized authorities
      (6) The formation of special seminars and discussion groups in areas of interest.
   c. *Contact Hours*
      (1) The unit for individual and group instructional purposes shall provide a minimum of 150 student contact hours per week in accordance with procedures developed by the school district.

3. Options for gifted and talented programs

   a. *Acceleration* – a general approach which may lead to programs such as early entrance, telescoping at the elementary level, and individual advanced subject matter programs. Acceleration is an important aspect of meeting the needs of gifted and talented students in that it enables them to start professional careers early and thereby contribute their expertise for a longer period of time.

   b. *Grouping* – an administrative arrangement which may facilitate the implementation of various program models through the use of resource centers, special homogeneous classes, or separate schools. Grouping offers an effective tool for the efficient management of gifted programs and further offers these students the opportunity to be challenged and stimulated through true peer interaction.

   c. *Enrichment* – (within or beyond the regular classroom) a general approach which offers an expanded curriculum for the gifted which extends rather than replaces the general education program.

4. The local school district shall have on file policies concerning the program for gifted and talented children.

   a. The role and function of coordinators and instructional units for gifted and talented programs.

   b. School policies relating to assessment and placement policies for gifted and talented children.

   c. Differentiated referral and reporting procedures for gifted and talented programs.

5. Additional program options for gifted and talented children may be approved on the basis of guidelines adopted by the State Board of Education.

E. **Qualifications**

1. The coordinator of gifted and talented programs shall meet the following qualifications:

   a. Hold a valid teaching certificate

   b. Hold a Master's Degree

   c. Coursework in psychology and education of gifted

   d. Show evidence of a minimum of two (2) years successful teaching experience.

Personnel for instructional unit for gifted and talented children shall meet the following qualifications:

2. a. Hold a valid teaching certificate

   b. Coursework in psychology and education of gifted

   c. Show evidence of a minimum of two (2) years successful teaching experience OR specific preparation as a teacher of the gifted, including student teaching with gifted children.

COPIES AVAILABLE AT:

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
933 HIGH STREET
WORTHINGTON, OHIO 43085

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Reprinted, 1977

W.C. - T.C.
G/T 10/77

WARREN CITY/TRUMBULL COUNTY PROGRAM

FOR

THE GIFTED AND TALENTED

ELIGIBILITY

NOMINATION / SELECTION / PLACEMENT

The purpose of this form is to identify students who may be eligible to participate in programs planned for the gifted and talented. To be eligible for selection, a student must show evidence of functioning in the upper 3 - 5 percent of the class, or have the potential to function at that level in one or more of the six selected areas of giftedness.

To nominate a student, use your best judgment in completing this form. Also, when necessary, consult with special area teachers (e.g., music, art, physical education) or other nonschool persons. If a student has unique talents or interests which require further explanation, use the COMMENT Section (page 4) -- attach a supplemental page if necessary. The nominator(s) should consider all items in all six areas, and should give an answer check mark for all items on this form.

The six selected areas of giftedness for the program are:

(1) Creative and/or Productive Thinking
(2) Visual and Performing Arts
(3) Intellectual Ability
(4) Leadership Ability
(5) Psychomotor Ability
(6) Academic Aptitudes

Determination of a student's eligibility to participate in activities for the gifted and talented will include: (1) Completion of this form; (2) Evidence of Special abilities as determined by appropriate test instruments designed to measure general, specific, or individual aptitudes required for the program; and (3) Evidence of superior performance or exceptional interest in one or more of the areas of giftedness, according to information obtained from standardized achievement test instruments, cumulative record data of classroom performance, and normed or criterion referenced interest inventories.

Final selection and placement of a student in a program for the gifted will be determined by a Selection/Placement Committee serving an individual school district, or a consortium consisting of several school districts. It will be the responsibility of this committee to satisfy the requirements of Items 2 and 3 in the preceding paragraph. Also, it will be the responsibility of the committee and the school district(s) concerned to follow standards set forth in EDb-215-16, Program Standards For School Foundation Units For Gifted Children, adopted by the Ohio State Board of Education, effective November 1, 1975.

Revised: 4-12-77

Student's Name _____ Grade _____

School _____ School District _____

Person(s) Nominating _____ Date _____

Position: Parent/Guardian _____ Teacher _____ Other _____

Area(s) for which the student is being nominated (Specify: math, art, music, etc.) _____

	Demonstrated (check)		Not Demonstrated But Potential May Exist (check)
	Yes	No	
1. CREATIVE AND/OR PRODUCTIVE THINKING			
a) Creates original plays, stories, poetry, tunes, sketches, etc. (circle)			
b) Shows a high degree of fluent, flexible, original, elaborative, and/or imaginative thinking (circle)			
c) Possesses very high ability in problem solving, analysis and/or synthesis (circle)			
d) Expands upon ideas - progresses beyond the obvious			
e) Other (explain)			
2. VISUAL AND PERFORMING ARTS			
a) Shows exceptionally high performance in art, music, dance, body movement, other (circle)			
b) Has ability to create original music, stories, art, poetry, drama, other (circle)			
c) Recreates or performs the works of others in an interpretive way			
d) Is aware of the beauty and rhythm in his/her surroundings			
e) Other (explain)			
3. INTELLECTUAL ABILITY			
a) Deals easily with abstractions			
b) Deals easily with generalizations			
c) Shows extraordinary insight and intellectual curiosity			
d) Has academic ability test score of 90th percentile or above (I.Q.)			
e) Has keen power of observation			
f) Possesses exceptional non-verbal reasoning			
g) Has high interest in many areas			
h) Other (explain)			

Student's Name _____ Grade _____

School _____ School District _____

Area(s) for which the student is being nominated (Specify: math, art, music, etc.)	Demonstrated (check) Yes	Demonstrated (check) No	Not Demonstrated But Potential May Exist (check)
4. LEADERSHIP ABILITY			
a) Is able to influence others to work toward desirable and/or undesirable goals (circle)			
b) Is resourceful, independent, persistent (circle)			
c) Takes the initiative in problem solving and project development (circle)			
d) Works well in small or large groups (circle)			
e) Possesses high social skills			
f) Other (explain)			
5. PSYCHOMOTOR ABILITY			
a) Displays exceptional coordination and/or rhythm in body movement			
b) Shows unusual talent in sports or other physical activities (Name of activity)			
c) Reacts and adapts quickly to changing physical situations			
d) Has determination to persevere under difficult circumstances, or tedious and repetitive activities			
e) Other (explain)			
6. ACADEMIC APTITUDES			
a) Has very high overall performance in classroom setting			
b) Uses an extensive vocabulary			
c) Has exceptionally high performance in reading, language arts, math, science, social studies (circle)			
d) Has scores exceptionally high on standardized achievement tests (90th percentile or higher)			
e) Has ability to work independently, accurately, quickly			
f) Other (explain)			

Revised: 4-12-77

COMMENTS (Nominator)

COMMENTS (Selection/Placement Committee)

(Note) Upon request by the various selection/placement committees (within local districts, or larger cooperative units) guidelines are available for use in the final selection process. These guidelines specify criteria, within the six (6) areas of giftedness, which are considered essential for placement of a student in a particular program -- e.g., a program planned for students gifted in art, or creative/productive thinking. These guidelines are available at the offices of the Trumbull County Board of Education or Warren City Administration.

Revised: 4-12-77

INTELLECTUALLY GIFTED

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Learns rapidly and easily.
2. Uses a lot of common sense and practical knowledge.
3. Reasons things out, thinks clearly, recognizes relationships, comprehends meanings.
4. Retains what he has heard or read without much rote drill.
5. Knows about many things of which other children are unaware.
6. Uses a large number of words easily and accurately.
7. Can read books that are one to two years in advance of the rest of the class.
8. Performs difficult mental tasks.
9. Asks many questions. Is interested in a wide range of things.
10. Does some academic work one to two years in advance of the class.
11. Is original, uses good but unusual methods or ideas.
12. Is alert, keenly observant, responds quickly.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

NUMBER OF BEHAVIOR CHARACTERISTICS	INDICATE NUMBER	TOTAL	COMMENTS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
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24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			

SCIENTIFIC ABILITY

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Expresses himself clearly and accurately either through writing or speaking.
2. Reads one to two years ahead of his class.
3. Can do arithmetic one to two years ahead of his class.
4. Has good motor coordination, especially eye-hand coordination. Can do fine, precise manipulations.
5. Is willing to spend time beyond the ordinary assignments or schedule on things that are of interest to him.
6. Is not easily discouraged by failure of experiments or projects.
7. Wants to know the causes and reasons for things.
8. Spends much of his time on special projects of his own, such as making collections, constructing a radio, making a telescope, or learning a foreign language.
9. Reads a good deal in scientific literature and finds satisfaction in thinking about and discussing scientific affairs.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

NUMBER OF BEHAVIOR CHARACTERISTICS	INDICATE NUMBER	TOTAL	COMMENTS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
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I -(3)

LEADERSHIP ABILITIES

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Is liked and respected by most of the members of the class.
2. Is able to influence others to work toward desirable goals.
3. Is able to influence others to work toward undesirable goals.
4. Can take charge of the group.
5. Can judge the abilities of other children and find a place for them in the group activities.
6. Is able to figure out what is wrong with an activity and show others how to do it better.
7. Is often asked for ideas and suggestions.
8. Is looked to by others when something must be decided.
9. Seems to sense what others want and helps them to accomplish it.
10. Is a leader in several kinds of activities.
11. Enters into things with contagious enthusiasm.
12. Is elected to offices.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

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ARTISTIC TALENT

I -(4)

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Draws a variety of things (not just jets or horses or people).
2. Puts depth into pictures, plans pictures, and uses good proportion.
3. Takes art work seriously. Seems to find much satisfaction in it.
4. Shows originality. Draws things in ways no other children do.
5. Is willing to try out new materials and experiences.
6. Fills extra time with drawing and painting activities.
7. Uses art to express his own experiences, his own feelings.
8. Is interested in other people's art work. Can appreciate, criticize, and learn from others' work.
9. Likes to model with clay, carve soap, or work with other forms of three-dimensional art.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

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I -(5)

CREATIVE WRITING TALENT

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Can develop a story from its beginning, through the build-up and climax, to an interesting conclusion.
2. Gives a refreshing twist, even to old ideas.
3. Uses only necessary details in telling a story.
4. Keeps the ideas organized within his story.
5. Chooses descriptive words that show perception.
6. Includes important details that other children miss and still gets across the central idea.
7. Enjoys writing stories and poems.
8. Makes the characters seem lifelike--captures the feelings of his characters in writing.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

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I -(6)

DRAMATIC TALENT

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Readily shifts into the role of another character, animal or object.
2. Shows interest in dramatic activities.
3. Uses voice to reflect changes of idea or mood.
4. Understands and portrays the conflict in the situation, when given the opportunity to act out a dramatic event.
5. Communicates feelings by means of facial expression, gestures, and bodily movements.
6. Enjoys evoking emotional responses from listeners.
7. Shows unusual ability to dramatize feelings and experiences.
8. Moves a dramatic situation to a climax and brings it to a well-timed conclusion when telling a story.
9. Gets a good deal of satisfaction and happiness from play-acting or dramatizing.
10. Writes original plays or makes up plays from stories.
11. Can imitate others; mimics people and animals.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

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I -(7)

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Responds more than others to rhythm and melody.
2. Sings well.
3. Puts verve and vigor into his music.
4. Is interested in music; listens to records; puts himself out to be where he can hear music.
5. Enjoys harmonizing with others or singing in groups.
6. Uses music to express his feelings and experiences.
7. Makes up original tunes.
8. Plays one or more musical instruments well.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

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DANCING TALENT

I -(8)

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Responds to rhythm of music by swinging arms or tapping feet.
2. Is well coordinated, limber, light on feet.
3. Uses whole body to respond to feelings or experiences. Skips when happy, shuffles when sad, leaps for joy.
4. Responds to the sense of music; can tell whether to skip, run, or hop, by the mood of the music.
5. Can pantomine easily--using only motion; can depict emotional and dramatic situations.
6. Enjoys tapping out rhythms with fingers, sticks, or feet.
7. Enjoys some form of dancing.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

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I -(9)

List of Identifying Characteristics

Which of your pupils stand out in these characteristics when compared with the rest of the class?

1. Is energetic and seems to need considerable exercise to stay happy.
2. Enjoys participating in highly competitive physical games.
3. Is consistently outstanding in many kinds of competitive games.
4. Is one of the fastest runners in the class.
5. Is one of the best coordinated children in the class.
6. Likes outdoor sports, hiking, camping.
7. Is willing to spend much time practicing physical activities such as shooting baskets, playing tennis, passing a ball.

NOTE: Some of the above statements may contain more than one identifying characteristic. If a child can be described by all or part of the statement, place the number of the characteristic after his name.

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